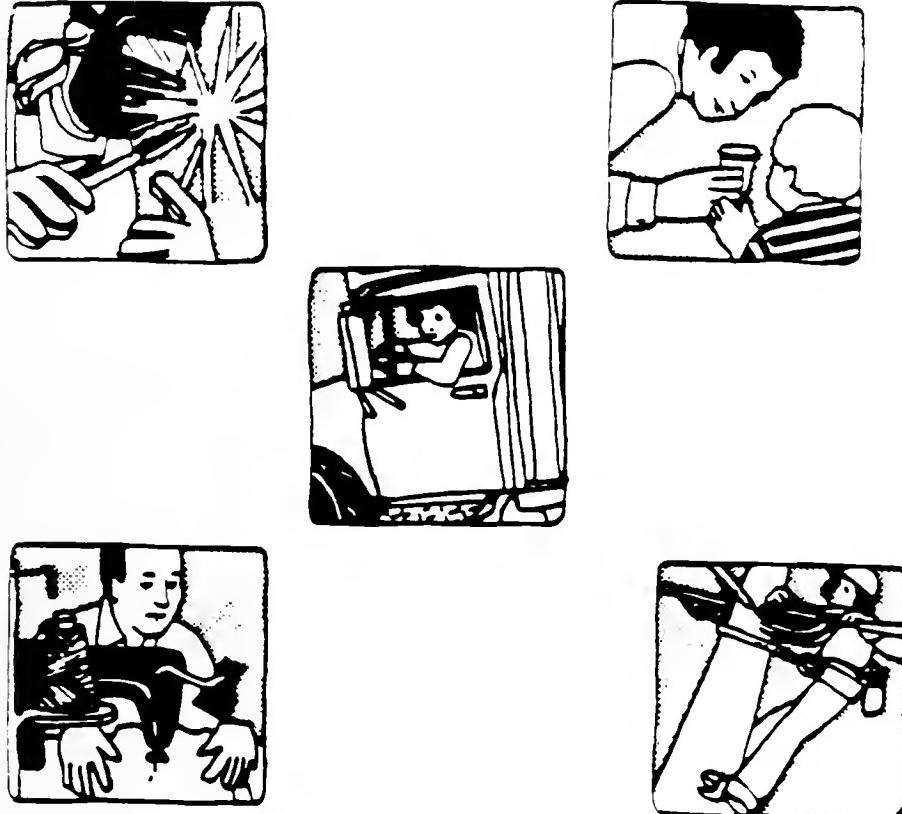


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GENDER EQUITY IN MONTANA VOCATIONAL EDUCATION PROGRAMS



1996 ANNUAL REPORT
FUNDED BY THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY
EDUCATION ACT OF 1990
P.L. 101-392

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INTRODUCTION

Montana Vocational Gender Equity Programs

Montana vocational gender equity programs work to address the two major sex equity provisions authorized by the Carl D. Perkins Vocational Education Act of 1984, as amended by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392). Section 221 of the Perkins Act provides funding for projects that serve Displaced Homemakers, Single Parents and Single Pregnant Women. Section 222 of the Perkins Act provides funding for projects that address Gender Equity by eliminating sex bias and sex-role stereotyping in vocational and technical education.

Additional responsibilities and activities of the state Gender Equity Coordinator are to monitor and evaluate Perkins funded sex equity programs; collect relevant data, and compile state and federal reports; coordinate annual “Think Purple Week” activities statewide; maintain a lending library of gender equity resources; provide technical assistance on issues related to grant management and program compliance with federal regulation; and provide gender equity technical assistance in vocational-technical education, including the area of nontraditional occupations for males and females.

837 People were Served in Program Year 1996 by Montana Section 221 and 222 vocational gender equity programs

There were 776 females and 61 males served:

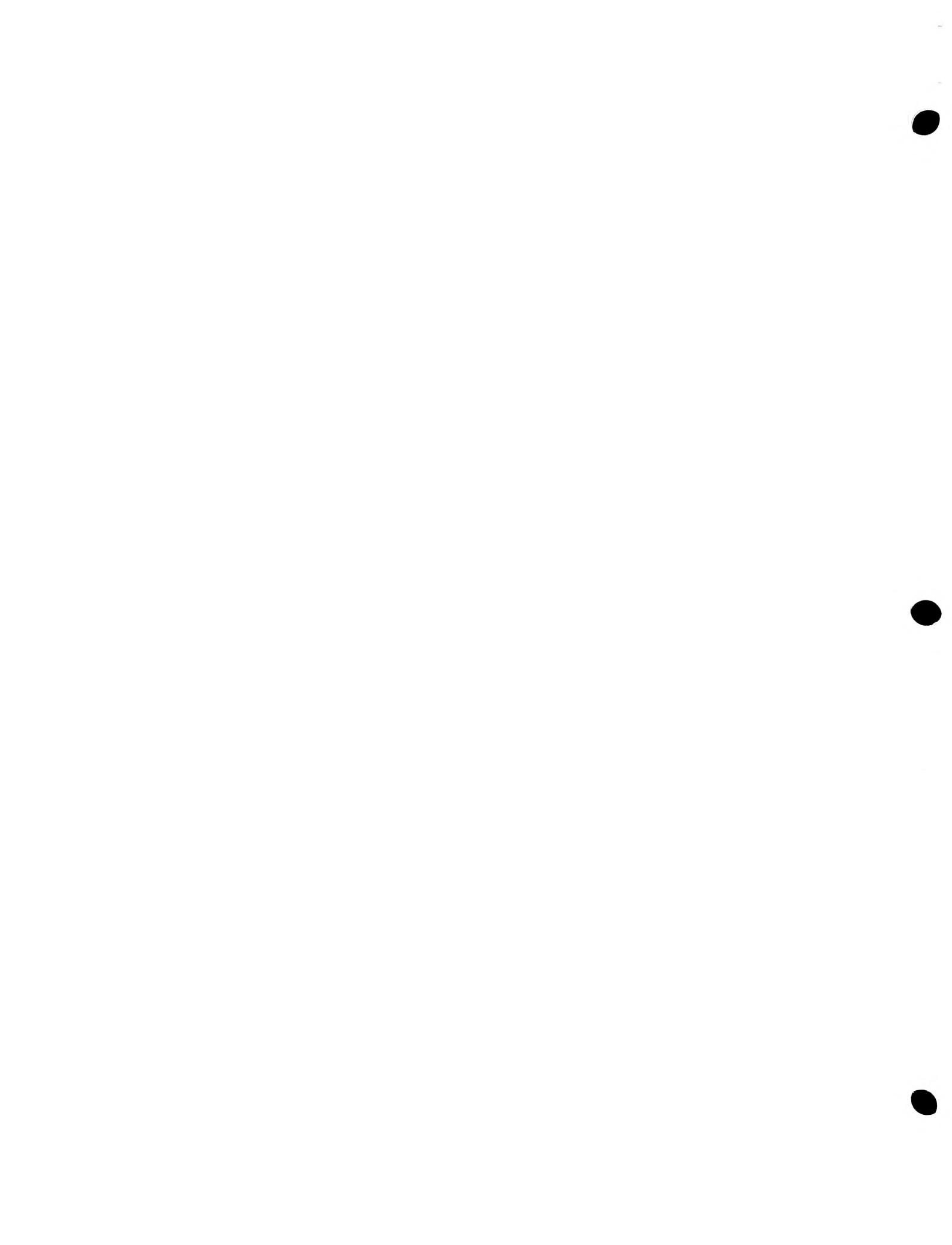
- 266 through secondary schools
- 129 through community colleges
- 416 through community-based organizations

26,084 secondary students were enrolled in other Perkins Vocational-Technical Education Programs in Montana

- 14,562 females were served
- 11,522 males were served

4,873 postsecondary students were enrolled in other Perkins Vocational-Technical Education Programs in Montana

- 2,897 females were served
- 1,976 males were served



Program Year Activities and Accomplishments

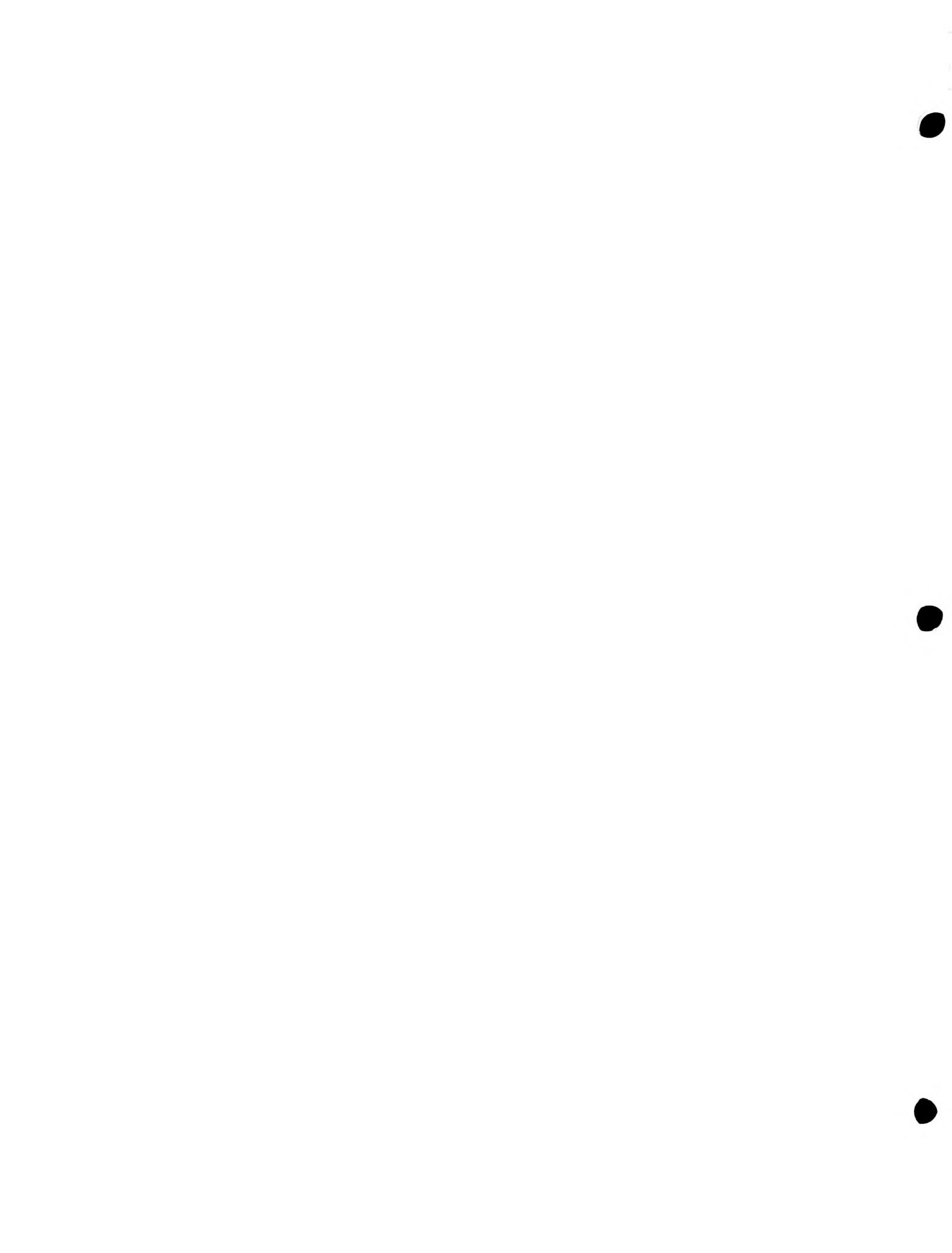
The state Gender Equity Coordinator provided statewide technical assistance to elementary, secondary, and postsecondary education personnel; staff from community-based organizations; business and government agencies; and other interested groups and individuals. Technical assistance included addressing sex bias and sex-role stereotyping in vocational education and job training; providing information and suggestions on how to confront sexual harassment; assisting project directors with compliance issues related to grant management; and, program review and evaluation.

During program year 1996, the Gender Equity Coordinator designed and implemented “Gender Equity Training for Vocational Educators”. This training program was presented to more than 140 participants who attended one of five, seven hour sessions. The focus of the training was diversity, gender equity, and sexual harassment in vocational education, vocational training, and nontraditional occupations. Those attending training represented elementary, secondary and postsecondary school personnel, employees of community-based organizations, and other interested individuals. All attendees who completed the training and developed an “Equity Action Plan” were awarded a Carl Perkins Gender Equity certificate. Participants were also provided the option to receive teacher renewal unit certification from the Office of Public Instruction

The state Gender Equity Coordinator coordinated and planned meetings of the State Equity Advisory Council; served on the Montana School-to-Work Systems Development Team, and the Montana School-to-Work Advisory Board. During program year 1996, the state Gender Equity Coordinator presented, “*Building Equity into Workforce Development*” at the Montana Workforce Development conference, April 11-12, 1996 in Billings.

Think Purple Week was again sponsored and coordinated by the Gender Equity Coordinator during Vocational Education Week, February 11-17, 1996. Over 2,000 individuals participated in Think Purple Week activities across the state. Thirty-six gender equity certificates were awarded to the coordinators of Think Purple Week activities and programs.

During program year 1996, the Gender Equity Coordinator served a second term as representative for the Office of the Commissioner of Higher Education (OCHE) on the Interdepartmental Coordinating Committee for Women (ICCW), for Montana State government. As the ICCW representative, she served as chair of the EEO subcommittee. The Gender Equity Coordinator also served as the Montana state representative for Women Work! The National Network for Women’s Employment, and served a second term as the Vocational Education Task Force chair for the National Coalition of Sex Equity in Education.



Section 221- Displaced Homemakers, Single Parents, and Single Pregnant Women

The purpose of this funding category is to give participants marketable skills, and to provide the support services necessary to assure the participant's ability to access the program. Support services may include transportation, dependant care, and course materials. Perkins law requires the state of Montana to emphasize serving those with the greatest financial need, and to give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.

Single Parents are:

- ★unmarried or legally separated from a spouse, and
- ★pregnant or have a minor child or children for whom the parent has either sole custody or joint custody

Displaced Homemakers are:

- ★divorced, widowed, separated or have a disabled spouse, and must prepare for paid employment.

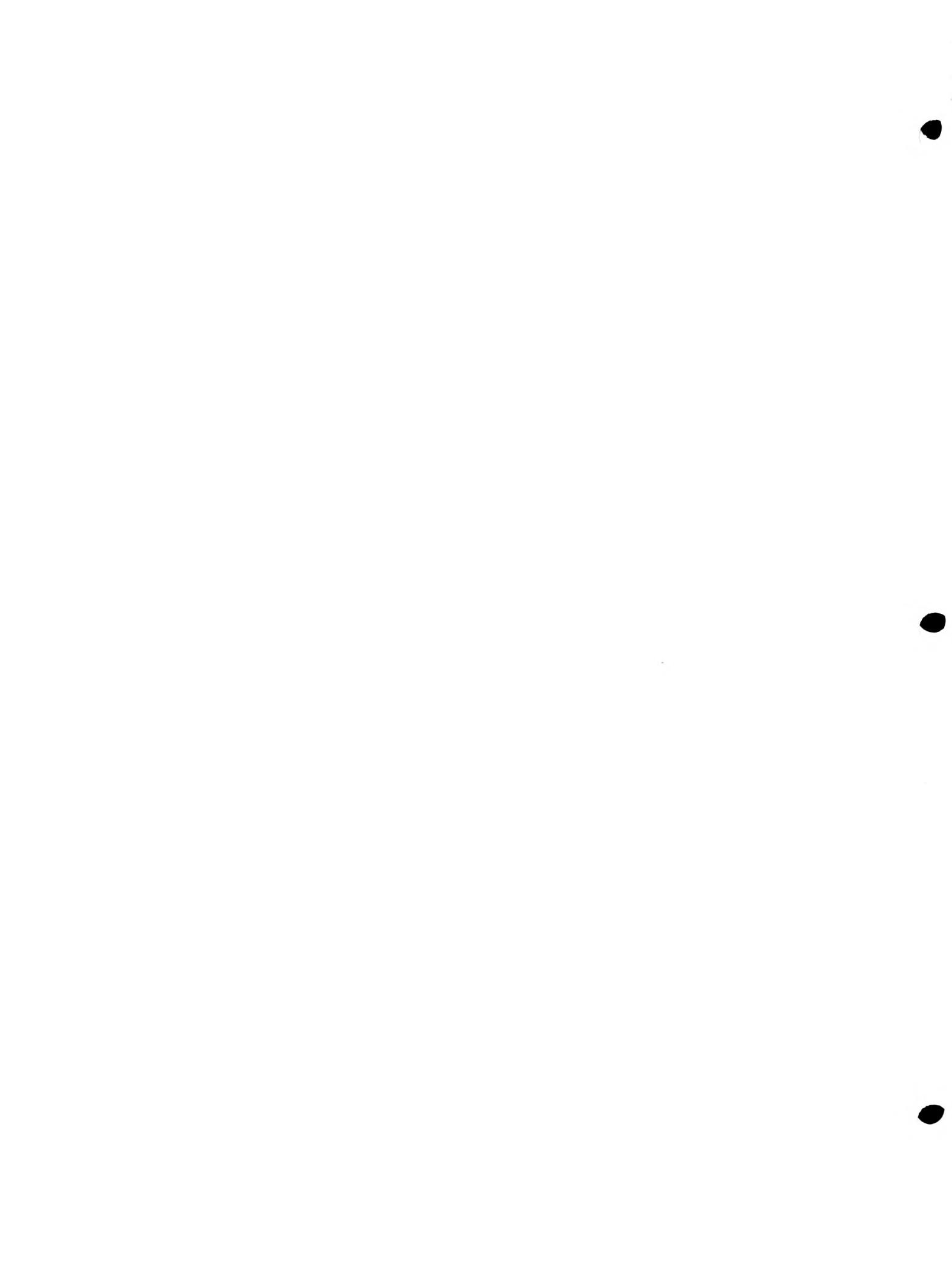
During program year 1996, there were 517 single parents/displaced homemakers/single pregnant women served. Of those participants, 480 were economically disadvantaged and 197 were academically disadvantaged. Table 1 represents the population served by category and gender. Priority for services was given to those with the greatest financial need.

Table 1. Single Parents/Displaced Homemakers/Single Pregnant Women Served in Program Year 1996

	Female	Male	Total
Single Parents	256	7	263
Displaced Homemakers	218	8	226
Single Pregnant Women	<u>28</u>		<u>28</u>
Total	502	15	517

Single parents/displaced homemakers/single pregnant women at the secondary level (78 females and 1 male) received services from one community-based organization affiliated with a local school district. Services provided to encourage retention of teen parents included assessment and guidance, childcare, transportation assistance, and career exploration.

There were ten postsecondary-adult programs that provided services to 439 single parents/displaced homemakers/single pregnant women (420 females and 19 males.) All ten



agencies were community-based, state displaced homemaker programs. Three of these agencies were affiliated with community colleges, and seven agencies were independent community-based organizations. Services provided by these agencies included: marketable computer skills training, job seeking skills, placement assistance, vocational assessment and guidance, math skills enhancement and math skills anxiety reduction, sexual harassment and sex discrimination training, support groups, and support services, such as childcare and appropriate transportation subsidies.

The following services are greatly needed by this population group:

Career Planning	Transportation Assistance
Math Skills Development	Job Retention Skills Training
High Tech Skills Training	Self-Esteem Programs
Testing and Assessment	Problem Solving Skills
Goals Setting Skills	Household Finance Skills
Dependant Care	Job Skills Preparation
Placement Assistance	
Nontraditional Employment and Training Opportunities Services	

**♦♦♦Program Year 1996 Funded Displaced Homemaker, Single Parent, ♦♦♦
and Single Pregnant Women Projects**

**COMPUTER LITERACY AND THE
INFORMATION AGE**

Billings YWCA

Project Director: Kate Weiss

\$35,000

Thirty-five participants were trained in computer literacy and office skills at basic and advanced levels. Of the participants, 70% were placed in a job shadow, entered or upgraded employment, or enrolled in post-secondary training.

*"I am so glad I was able to learn technical aspects of computers.
It has helped me in my work"*

Participant, Billings YWCA

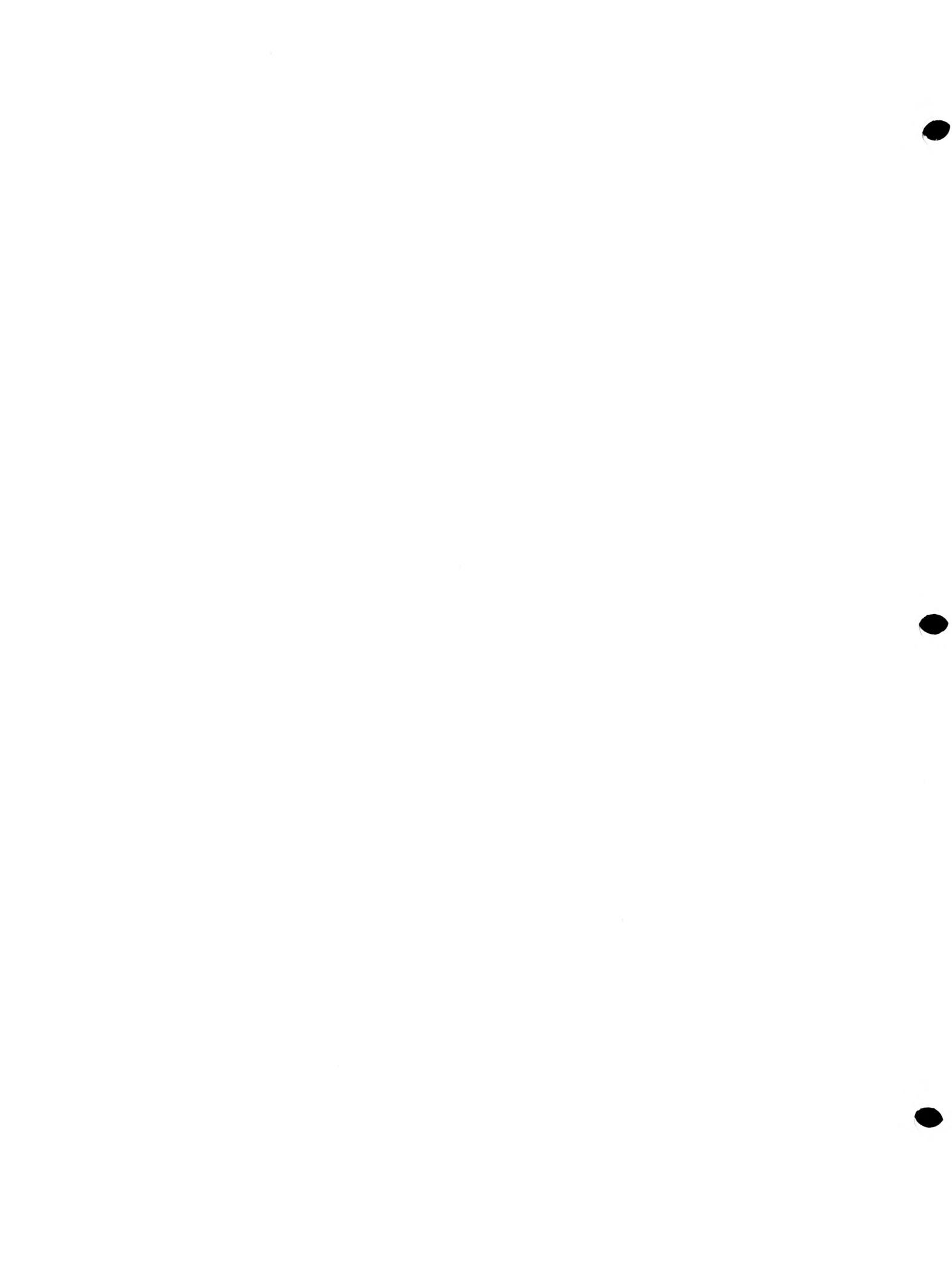
**COMPUTER LITERACY/OFFICE SKILLS
TRAINING FOR SINGLE PARENTS/
DISPLACED HOMEMAKERS/SINGLE
PREGNANT WOMEN**

Career Transitions, Bozeman

Project Director: Darla Joyner

\$34,976

Sixty-eight participants were provided career assessment and information on basic computer literacy training. Fifty participants completed the basic literacy training, and 80% of participants completed advanced computer literacy training. Computer training included advanced word processing, spreadsheet application, and Windows operating systems.



MARKETABLE SKILLS TRAINING IN BASIC COMPUTER LITERACY

*Career Training Institute, Helena
Project Director: Caren Brandenburg
\$34,495*

One-hundred and twenty-one participants were provided assessment, information, and training in computer literacy. Twenty participants were located in the rural counties of Broadwater and Jefferson. 100% of participants gained competency in computer literacy.

PREVOCATIONAL OUTREACH PROJECT FOR SINGLE PREGNANT, AND PARENTING STUDENTS

*Young Parents Education Center, Great Falls
Project Director: Linda Bennets
\$34,321*

Seventy-nine secondary students were provided supportive services that enabled them to participate and complete vocational studies. Referral assistance and childcare was provided to 18 students for summer of 1995 employment and/or workplace skills training. 80% of the students showed an increase in awareness of employability options, including those in nontraditional occupations.

READY, SET GO! - SKILL BUILDING FOR THE 90'S

*Lincoln County Campus - Flathead Valley Community College
Project Director: Lance Edwards
\$33,686*

Forty-three participants were provided assessment and training in the areas of basic skills development, education in math and science anxiety, job readiness, and computer literacy/office skills. 80% of participants showed competency gains in computer literacy, 81% in basic skills development, and 72% in job readiness and job search skills.

"This course got me a job!"

Participant, Lincoln County Campus-Flathead Valley Community College

COMPUTERS WITH A FUTURE

*Missoula YWCA
Project Director: Donna Bakke
\$35,000*

Thirty participants were provided computer literacy training and the workshop, "Sexism in the Media". 100% of the participants showed an increase in knowledge and level of computer skill. Eight participants were provided training on the use of a local access network (LAN). 100% showed a competency gain in LAN, and its function.

*"Because of what I learned in your class ,
I am already getting a raise at work."*

Participant, Missoula YWCA

MOTIVATIONAL TRAINING IN PREPARATION FOR VOCATIONAL EDUCATION, TRAINING OR JOB PLACEMENT

*Career Development Program-Miles Community College, Miles City
Project Director: Sharon Kearnes
\$30,240*

Thirty participants were provided motivational training to increase self-esteem in preparation for employment, vocational education or job training. 90% of participants completed the training, and 86% were placed in employment, post secondary education, or advanced training.

TECHNOLOGICAL SKILLS FOR TODAY'S OFFICE

*District IV Human Resource Development Council, Havre
Project Director: Kathy Terbovitz
\$35,000*

Twenty-five participants were provided training in computer literacy and office skills in order to obtain marketable job skills for immediate employment. Participants showed competency gains of 80% or higher in each area of computer literacy; 60% of participants were Native American.



NEW DIRECTIONS--PREVOCATIONAL ASSESSMENT AND ADVISING
Dawson Community College, Glendive
Project Director: Charlene Parker
\$34,990

Fifty-five participants received a variety of services related to assessment, retention, and placement into additional training or education. Student retention for participants increased 15% for New Directions students from program year 1995. 84% of students participated in assessment or were enrolled in post-secondary education.

*"The daycare assistance has been a lifesaver for me.
Thanks!"*

Participant, Dawson Community College

PREPARATORY SERVICES FOR ACCESSABILITY TO NONTRADITIONAL OCCUPATIONS, APPRENTICESHIPS, UP-TO-DATE AND EMERGING TECHNOLOGIES
Career Futures, Butte
Project Director: Mary Berg
\$35,000

Forty-two participants took part in career exploration and 80% showed a competency gain in knowledge of vocational education and training options. 80% showed a competency gain in knowledge of new and emerging technologies, 100% could demonstrate increased knowledge of the current and projected occupational needs of Montana and the Nation.

NEW OPTIONS - IBM COMPUTER LITERACY TRAINING
Women's Resource Center, Dillon
Project Director: Barbara Kokernak
\$20,000

Twenty-five participants were provided computer literacy training to develop marketable skills for employment. 81% of participants showed a competency gain in their knowledge of computer use.

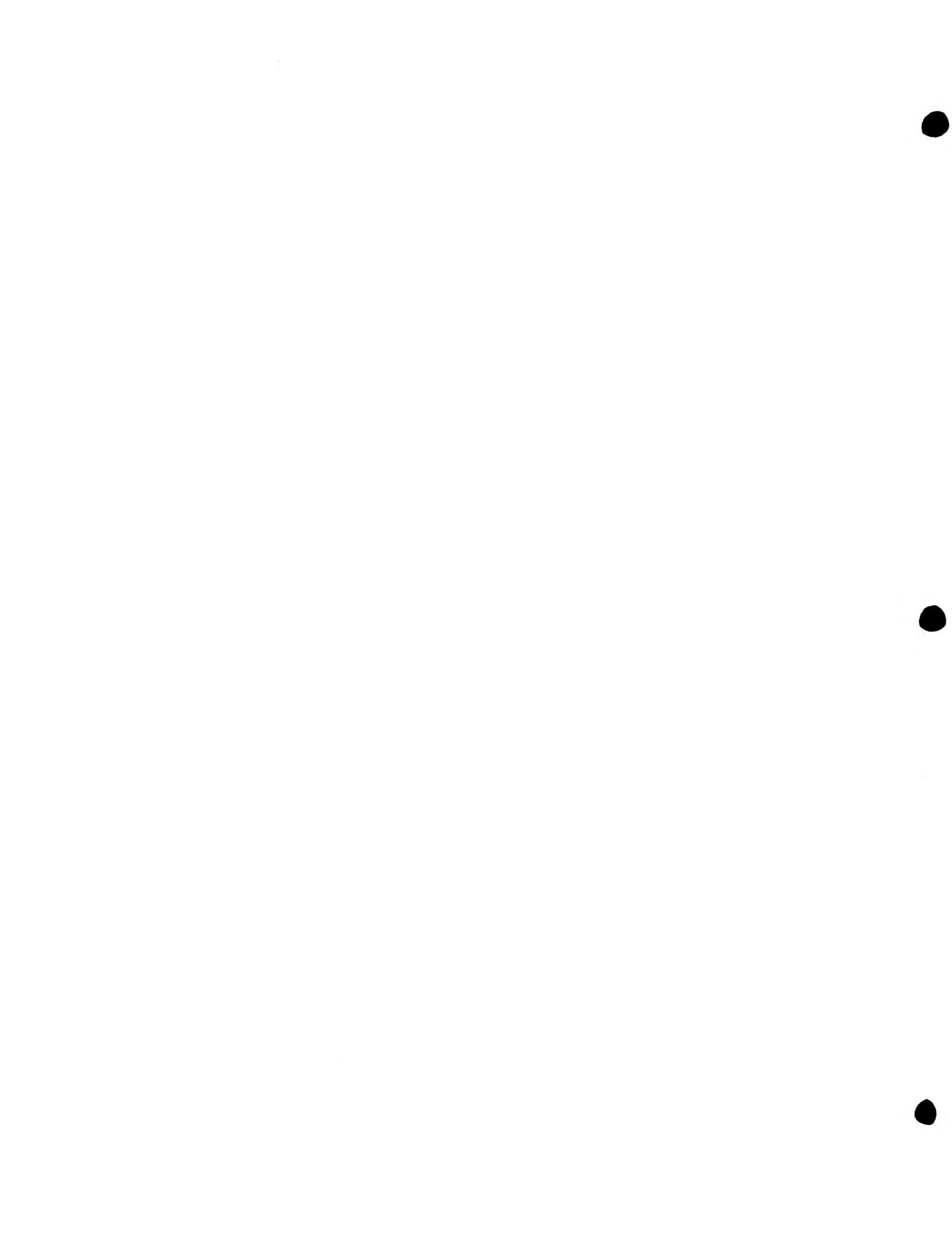
"I am grateful for the opportunity to have taken this class. I now have the confidence and inspiration I need to go on and take some college courses in the field of computers. I will succeed and 'Computers Made Easy' has been a stepping stone. Thanks."

Participant, Women's Resource Center



Program Year 1996 Displaced Homemaker, Single Parent and Single Pregnant Women
Total Funds Awarded
\$362,708





Section 222 - Gender Equity

The purpose of funding in this category is to provide education, training and services that address sex-role stereotyping and sex bias in vocational education and vocational training programs. Priority for project funding is for those programs that serve girls and women, aged 14 through 25, to enable them to support themselves and their families. The age limit may be waived, by the Gender Equity Coordinator, if it is determined that the waiver is essential to meet the objectives of funds used. Support services that enable participants to participate in the project activities may include transportation, dependant care, and equipment that may be necessary for the course (e.g., tools, books, safety gear.)

Nontraditional Females and Males are:

- ★individuals entering a training program or occupation traditionally chosen by members of the other sex.

Girls and Women Ages 14-25 are:

- ★female students seeking vocational skills to enable them to support themselves and their families.

During program year 1996, six Gender Equity projects were funded; one secondary project, one community college project, one community-based organization affiliated with a community college, and three projects administered through stand alone community- based organizations. A total of 320 participants was served during program year 1996 (278 females and 42 males), an increase of 48 percent over program year 1995, in which 216 participants were served (212 females and 4 males). Table 5 shows the break out of participants by gender and educational level of service.

Table 2. Gender Equity Participants Served by Gender and Educational Level of Service

	Elementary/Secondary	Post-Secondary	Total
Female	145	133	278
Male	<u>42</u>	<u>0</u>	<u>42</u>
Total	187	133	320

Flathead Valley Community College(FVCC) was the recipient of a gender equity grant that was developed to recruit and retain women in land surveying. "Women in Surveying"(WIS) actively promoted surveying, a nontraditional occupation for women, to female students, from elementary through secondary grades in northwestern Montana. Of the students who participated in WIS as an enrolled student at FVCC, the retention rate increased to 75% from the previous year's



program retention rate of 30%. Involving younger women has been a successful part of this project. Broad community and regional support, and project support services were critical to the success of this project.

Superior High School was awarded a gender equity grant for a project titled, "Gender Equitable Enrollment in Technology Education through Relevant Curriculum Alternatives." This grant provided funding to revise a Technology Education curriculum originally developed at Superior High School to recruit and increase enrollment of females in the Technology Education program in which female interest and participation has been consistently low. The curriculum specifically addresses gender neutral technology education and projects associated with the program including: textbooks; teaching style; male-to-female student interaction, and on-site exposure to nontraditional opportunities for females. This project worked cooperatively with the "Women in Surveying" project at Flathead Valley Community College, and sponsored a Nontraditional Career Day, which included nontraditional employment speakers and the ability to operate heavy equipment.

Other services offered during the program year through Section 222 projects were vocational testing and assessment, nontraditional career assessment, on-site job visits, on-site job training, short-term intensive vocational training for immediate job placement, placement assistance, peer support groups, child care assistance, transportation assistance, placement activities and support, computer technician training, intensive case management, and post-program follow-up.

◆◆◆Program Year 1996 Funded Gender Equity Projects◆◆◆

GETTING AHEAD: NON-TRADITIONAL CAREER OPPORTUNITIES AND PREPARATORY SERVICES

Career Transitions, Bozeman

Project Director: Darla Joyner

\$35,000

Forty-seven women received a variety of preparatory services related to job exploration in nontraditional occupations. 98% of the participants increased their knowledge of nontraditional occupations. Twenty-three participants completed an intensive job shadow experience in a nontraditional occupation.

"I was struggling on AFDC, attending University before this training. This unique and beneficial training gave me access to a niche in the trucking industry."

Participant, Women's Opportunity and Resource Development

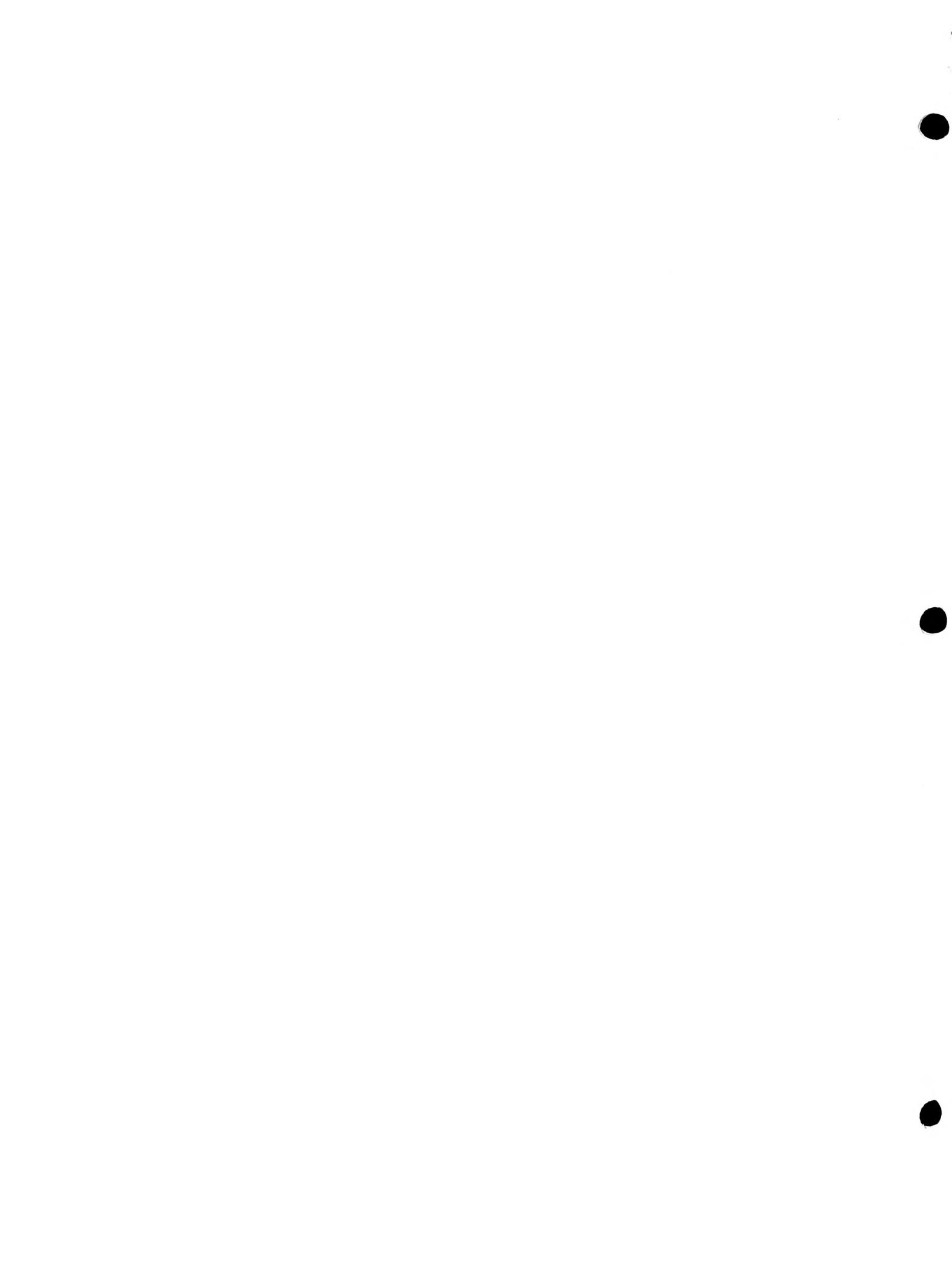
GEARING UP FOR NONTRADITIONAL EMPLOYMENT

Women's Opportunity and Resource Development - W.O.R.D., Missoula

Project Director: Laura Rose

\$35,000

Thirty-three women were provided hands-on, intensive training for jobs in trades and industry, *in cooperation with the University of Montana College of Technology in Missoula*. Of the participants, 85% were placed in employment, apprenticeship, or additional training. The average wage for those who entered nontraditional occupations was \$10.01 per hour, compared with those who entered traditional employment at \$6.50 per hour.



DEVELOPING NONTRADITIONAL OPTIONS FOR WOMEN

*Career Training Institute, Helena
Project Director: Caren Brandenburg
\$34,921*

Twenty-seven women were enrolled in the nontraditional training program. 100% of the participants completed the class. 100% of the participants were placed into entry level employment, on-the-job training, apprenticeship, or additional vocational training, and had maintained the placement at the end of thirteen weeks.

GENDER EQUITABLE ENROLLMENT IN TECHNOLOGY EDUCATION THROUGH RELEVANT CURRICULUM ALTERNATIVES

*Superior Public Schools, Superior
Project Director: Dick Richardson
\$20,552*

Fifty-four students were served by this curriculum, originally developed by the project director three years ago. The aim of this grant was to increase the enrollment of females in technology education. This project coordinated with the *Flathead Valley Community College project, "Women in Surveying."* Increase in female enrollment is projected at 13% in Technology education, and 21% for drafting, through Fall of 1997.

*"I was able to finish the surveying curriculum in two years, instead of three or four as I had originally planned.
I could not have been a full-time student without the financial support."*

Participant, Flathead Valley Community College

BOOT UP YOUR CAREER WITH COMPUTERS! COMPUTER LITERACY TO INCREASE YOUR PAYCHECK

*Career Development Program-Miles Community College, Miles City
Project Director: Sharon Kearnes
\$9,020*

Nineteen women were provided computer literacy training and placement assistance upon completion of the training. 81% of participants showed an increase in computer literacy, and 95% were placed in employment, vocational programs, or advanced job/career instruction.

WOMEN IN SURVEYING

*Flathead Valley Community College, Kalispell
Project Director: Dave Dorsett
\$34,629*

One-hundred and forty women were provided information related to surveying as a career. Of the students who participated, 74 were secondary level and 7 were postsecondary level. 100% of secondary females showed an increased knowledge related to surveying as a high wage career option. Of the postsecondary females, 75% completed the academic year (an increase over the previous year of 30%), and 100% showed competency gains in surveying technology.



Program Year 1996

Gender Equity
Total Funds Awarded
\$169,122



SECONDARY VOCATIONAL EDUCATION

Secondary recipients of Perkins vocational education funds are required to address gender equitable enrollment in grant proposals. The Perkins Act defines gender equitable enrollment as the numerical balance of enrollment by gender. Enrollment greater than 75% of one gender is considered to be gender inequitable. The students representing less than 25% of the total enrollment by gender are considered to be gender nontraditional. Table 3 shows total student enrollment, and enrollment by gender.

Table 3

1995-1996 SECONDARY ENROLLMENT	Total Enrollment	Female	Male	%Enrollment female / male
Agriculture	2367	653	1714	28% / 72%
Marketing	380	217	163	57% / 43%
Trades & Industry	3321	566	2755	17% / 83%**
Health Occupations	23	20	3	79% / 21%
Business	10225	4487	5738	44% / 54%
Technology Education & Industrial Arts	3103	690	2413	22% / 88%**
Consumer Homemaking	6665	4889	1776	73% / 27%
Total Student Enrollment	26,084	14,562	11,522	56% / 44%

** indicates enrollment that is not gender equitable

As Table 3 indicates, gender enrollment is numerically equitable in all but two areas. Trades & Industry (17% female), and Technology Education & Industrial Arts (22% female) are areas in vocational education that annually reflect gender inequitable enrollment.

There are a variety of reasons for the disparity in female/male enrollment in vocational and technical education courses, which may include: lack of information; sex-role stereotyping; chilly climate; little or no support from peers, family or school personnel; sexual harassment; lack of student interest; or little understanding of course relevance to high wage career options.

It is important to note that the above numbers reflect enrollment by gender in a broad and general discipline, and not by a specific course of study (e.g., carpentry, nursing, clerical, auto repair, etc.) Data collection that reflects specific course enrollment by gender is not currently available.

POSTSECONDARY VOCATIONAL ENROLLMENT

Postsecondary recipients of Perkins vocational education funds are required to address gender equitable enrollment in grant proposals. The Perkins Act defines gender equitable enrollment as the numerical balance of enrollment by gender. Enrollment greater than 75% of one gender is considered to be gender inequitable. The students representing less than 25% of the total enrollment by gender are considered to be in gender nontraditional programs. Table 4 shows total student enrollment, and enrollment by gender for Local Application grant recipients at Montana's Colleges of Technology, Montana State University-Northern, and Montana Tribal Colleges.

Table 4

1995-1996 POSTSECONDARY VOCATIONAL ENROLLMENT	Total Enrollment	Female	Male	% Enrollment female / male
Agriculture	362	193	169	53% / 47%
Marketing	724	443	281	61% / 39%
Technical	679	220	459	32% / 68%
Occupational Home Ec	71	42	29	59% / 41%
Trades and Industry	560	91	469	16% / 84%**
Health	1369	1018	351	74% / 26%
Business	1108	890	218	20% / 80%**
Total Student Participants	4873	2897	1976	59% / 41%

** indicates enrollment that is not gender equitable

As Table 4 indicates, gender enrollment is numerically equitable in all but two areas. Females were under-represented in the categories of Trades and Industry (16%) and Business (20%). Trades & Industry enrollment at the postsecondary level is comparative to enrollment at the secondary level (17% females). Business enrollment at the postsecondary level is far below the gender equitable enrollment at the secondary level (44% females).

It is important to note that the above numbers reflect enrollment by gender in a broad and general discipline, and not by a specific course of study (e.g., carpentry, nursing, clerical, auto repair, etc.) Data collection that reflects specific course enrollment by gender is not currently available.

As with secondary education, there are a variety of reasons for the gap in gender equitable



enrollment in vocational and technical education courses. The gap could be the result of a lack of information; sex-role stereotyping; chilly climate; little or no support from peers, family or school personnel; sexual harassment; lack of student interest; or little understanding of course relevance to high wage career options. At this time there is no conclusive data or research to determine the reasons for gender equitable enrollment in vocational-technical education in Montana.



STATE EQUITY ADVISORY COUNCIL

The mission of the State Equity Advisory Council (SEAC) is to promote gender equity in vocational-technical education and workforce development. The State Equity Advisory Council meets as necessary.

During program year 1996 SEAC members were active in:

- ★ Providing local, statewide, and national technical assistance and training
- ★ Acting as equity resources to educators, employers, unions and others interested in gender equity and workforce development
- ★ Efforts to increase the awareness of Montana citizens in relation to opportunities in vocational-technical education, apprenticeship, and employment, and
- ★ Increasing the awareness of key decision makers about gender equity in workforce development

State Equity Advisory Council to the Gender Equity Coordinator

Kathy Bramer
Gender Equity Specialist
Office of Public Instruction
Helena

Lynn Davis
Eastern Montana Coordinator,
Montana Human Rights
Network
Billings

Irene Fabian
Elementary Guidance
Counselor
Glendive Public Schools
Glendive

Jack Gillespie
US Department of Labor-
Bureau of Apprenticeship
and Training
Helena

Rosemary Hertel
Guidance Counselor
Deer Lodge Public Schools
Deer Lodge

Dr. Jane A. Karas
Director for Workforce
Development
Montana University System
Helena

Tim Kennedy
Program Manager
Montana Department of Labor
& Industry
Helena

Mike McCurry
Extension Agent
Montana State University
Extension
Libby

Dick Richardson
Technology Education
Teacher
Superior Public Schools
Superior

Laura Rose
Project Director
Women's Opportunity &
Resource Development, Inc.
Missoula

Mary K. Zartman
Personnel Director
Montana State University
Extension Service
Bozeman



Plans for Program Year 1997

For Program Year 1997, the Gender Equity Coordinator has the following plans:

- ☆ Technical Assistance Workshops on the use of Perkins funds offered by video teleconference.
- ☆ Pilot Gender Equity video teleconference training
- ☆ Continued meetings of the State Equity Advisory Council (SEAC). Activities SEAC will pursue are: monitoring workforce development activity, advocating for equity in vocational-technical education, assisting the Gender Equity Coordinator in grant reading and annual plan priorities
- ☆ Continue expansion of Montana's Think Purple Week celebration.
- ☆ Provide support for training and professional development for the Montana Displaced Homemaker Network.
- ☆ Provide technical assistance and referral as requested.
- ☆ Host the Region VIII Women Work! Conference in November of 1996
- ☆ Present, "Think Purple Week: A Montana Strategy for Equity in Vocational-Technical Education and School-to-Work," at the National Coalition of Sex Equity in Education conference in Princeton, New Jersey, July, 1996.
- ☆ Present, "Gearing Up: A Model Nontraditional Program" at the American Vocational Association Convention in Cincinnati, Ohio, December, 1996.

